

**ERROR ANALYSIS ON WRITTEN PRODUCTION
MADE BY THE SECOND YEAR STUDENTS OF
SMU NEGERI 1 NGEMPLAK BOYOLALI
IN 2003/2004 ACADEMIC YEAR**



RESEARCH PAPER
Submitted as a Partial Fulfillment of the Requirements
For Getting the Bachelor Degree of Education
In English Department

By:

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MUHAMMADIYAH UNIVERSITY OF SURAKARTA**

2004



**Dengan Menyebut Nama Allah
Yang Maha Pengasih Lagi Maha Penyayang**

APPROVAL

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DEDICATION

With all my heart this research paper is dedicated to:

My beloved father (H. Munawir) and mother (Supiyatun)

"Thank for your love & Prayer, I will never be able to reply your kindness "

My dearest husband (Mas Dwi Mulyono)

" You are my inspiration, I love you so much "

My beloved brothers Mas Joko & his wife Ika, Mas Lukman & Taufik

" I love you all "

My sweetest nephews Ryan and Tidar

" Thank for giving me happy days "

My family in Mahbang; Bapak, Ibu, M'Joko, Tri Ye, Wahyu & Dilla

" Thank for giving me place in your heart "

My lovely friends; Lutfie, Nawang, Lina, Ivan, Ninik, Ika & Wula

" Thank for your friendship and togetherness "

The background of the entire page is a light teal color. Overlaid on this background are two large, stylized white roses. The roses are composed of many overlapping, semi-transparent white petals, giving them a soft, ethereal appearance. Some of the petals have a slight yellow tint. The roses are positioned diagonally across the page, with one rose in the upper right and another in the lower left. Green leaves and reddish-brown stems are also visible, interspersed among the petals.

MOTTO

There is only one happiness in the world to love and to be loved.

(The writer)

You may feel disappointed on your failure experiment, but you will never be successful if you don't want to try.

(Beverly Sills)

Problems are only opportunities with thorns on them.

(Hugh Miller)

ACKNOWLEDGEMENT



In the name of Alloh, the beneficent, the merciful, all praise and gratitude for health and strength that enable the researcher to complete this research paper. The researcher unforgettable also greatly thanks for those who help her in doing this research paper. Now, the researcher wants to express her deep thank fullness to:

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4. Drs. Santosa (the Headmaster) and Dra. Sudarmi (English teacher) of SMU Negeri 1 Ngemplak who have given her permission to conduct a research there.
5. The staff and the students of SMU Negeri 1 Ngemplak.
6. Her beloved father (H. Munawir) and mother (Supiyatun) who always give her love, prayer, support, motivation, and everything.
7. Her dearest husband 'Mas Dwi Mulyono' who always prays, supports, encourages and guides her to finish this research paper.
8. Her beloved brothers, Mas Joko & his wife 'Tka', Mas Lukman and Taufik who always give motivation and prayer.
9. Her family-in law in Mahbang, Bapak, Ibu, Mas Joko, Tri Ye, Wahyu, Dilla who give her love and affection.

10. Her lovely friends, Lutfie, Ivan, Nawang, Lina, Ninik, Ika, Wula and all her friends in English Department '99 especially for them in E class, thank for friendship and togetherness.
11. Her friend 'Nina' in Sukoharjo who gives her a lesson about Error Analysis.
12. For those who she cannot mention one by one toward their support to the researcher in accomplishing this research paper.

Finally, the researcher realizes that this research paper is far from being perfect that the researcher happily accepts constructive criticism from the readers that makes this research better.

Surakarta, April 2004

The researcher

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SUMMARY

DEWI FITRIASIH. A. 320 990 240 / 99.6.106.13031.5.0240. ERROR ANALYSIS ON WRITTEN PRODUCTION MADE BY THE SECOND YEAR STUDENTS OF SMU NEGERI 1 NGEMPLAK BOYOLALI IN 2003/2004 ACADEMIC YEAR. Research Paper, Muhammadiyah University of Surakarta. 2004.

The purposes of the research are to describe (1) the types of error, (2) the frequency of error, (3) the dominant of error and, (4) the source of error. Therefore, the method used by the researcher is descriptive ones.

The research was conducted to the second year students of SMU Negeri 1 Ngemplak Boyolali 2003/2004 Academic Year. There were 45 students are taken as the subject of the research. The object of the research is erroneous sentences taken from written production made by the students. The data of the research is erroneous sentences and the data source is written production made by 45 students.

Dealing with the research instrument of collecting the data, the researcher uses a test that is written production. From the result of the test the researcher get the data to be analyzed. The collecting data then were analyzed descriptively by means of Error Analysis. In analyzing the data, the researcher uses procedures of Errors Analysis, they are: identification, description and explanation.

Based on the analysis of the data, the result of the research shows that there are 134 erroneous sentences. The errors are analyzed based on Linguistic Category. There are 7 types of errors, they are: the use of present tense (25.3%) that includes additional of to be in the present tense (14.9%), omission of -s/-es in the verb of present tense (1.5%), the use of verb-ing in the present tense (1.5%), the use of have instead has in the present tense (5.2%), the use of past tense in the present tense (1.5%), and disagreement of subject and verb in the present tense (0.7%). Then, the use of noun phrase (26.1%) includes substitution of singular to plural (13.4%), the use of much instead many (3.7%), the use of noun instead verb (3.0%), false concept sentence (4.5%), and in word order (4.5%). The category of the use of verb phrase (16.5%) includes omission of to be (7.5%), misuse of verb after auxiliaries (7.5%), and misuse of to be (1.5%). The category of the use of infinitive marker "to" (10.4%) includes additional of unnecessary infinitive marker "to" (8.9%) and omission of infinitive marker "to" (1.5%). The category of the use of pronouns (5.1%) includes the use of subject instead possessive adjective (2.2%), the use of subject instead of objective pronoun (2.2%), the use of object as subject (0.7%). Then, the category of some transformation (2.9%) includes formation of no or not without the auxiliary do in the negative transformation (2.2%), omission of subject (0.7%). The last category is misspelled word (13.4%).

The dominant type of error is *additional of to be in the Present Tense* (14,9%) with the total number of errors are 20 erroneous sentences.

There are two sources of error, namely interlingual transfer and intralingual transfer. The result of this research is that the most of students are still making a lot of errors in written productions, especially grammatical errors.

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